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ABSTRACT

This activity book teaches elementary school students about good vision and eye safety through a combination of puppet plays, stories, songs, and games. Nine games are provided to help children develop vision skills including visual memory, visual perception, directionality, spatial orientation, and visual-motor responses. Master Plans for making an eye safety puppet are included. (LP)

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# Meet Seymour Safely

Seymour Safely Activity Book I

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This activity book was prepared by the American Optometric Association Public Information Division, 7000 Chippewa Street, St. Louis, Missouri 63119 with cooperation and consultation with Mrs. Marion E. Bartoo, Los Angeles, California educator.

Printed in the United States of America, January 1974.

American Optometric Association
Public Information Division
7000 Chippewa Street
St. Louis, MO 63119

The American Optometric Association is to be congratulated for its sponsorship of the Seymour Safely Activity Book. This is a fresh and motivational approach to an extremely important area of health awareness.

The varied activities which are included will communicate many important ideas to young children and readily get them involved in a better understanding of eye care and safety.

I consider it a privilege to recommend this book for no personal profit other than the knowledge that it will be of benefit to countless youngsters, their parents, and their teachers across the nation.

Eugene H. White, Director
Audio-Visual Services Section
Los Angeles City Schools

Dear Teacher:

Here is your personal copy of the Seymour Safely Activity Book.

As an educator, you are well aware of how important a child's eyes and good vision are to the learning process. It is impossible to measure exactly how much a child learns through his or her eyes because learning involves the use of all the senses, either alone or together. Yet, those who have studied vision and learning estimate that more than 80 percent of all school work and activities are based on vision.

The purpose of this activity book is to provide you with classroom projects and information to assist you in teaching your students in preschool, kindergarten and the primary grades one and two about their eyes and good vision. The materials in this book have been designed to stand alone as a separate project or to be incorporated into an existing health education curriculum.

The American Optometric Association believes that children who are aware of their eyes and of the importance of good vision will take care to preserve and protect their vision throughout their lives.

Children who maximize the use of their eyes to learn and to enjoy learning will become adults who maximize the use of their eyes to contribute to society in whatever careers they choose and to enjoy life more fully.

The American Optometric Association also believes that children can be the teachers of adults. The child who knows that good vision can last a lifetime may encourage parents, grandparents and other adults to take care of their eyes.

It is with this hope in the childhood joy of seeing that we offer this Seymour Safely Activity Book. We hope you will find it an aid to your health education efforts.

AMERICAN OPTOMETRIC ASSOCIATION

# Meet Seymour Safely

Seymour Safely is a lovable cartoon character created by the American Optometric Association as a spokesman for good vision and eye health education.

A happy chap, Seymour Safely emphasizes the wonderful things children can do with their eyes—reading, drawing, learning, observing nature, playing etc. "It's a joy to see" is one of his favorite expressions.

Seymour Safely also has an important message to deliver to all children he meets: "Protect your eyes. Take care of your vision. Our world is full of things you will want to see."

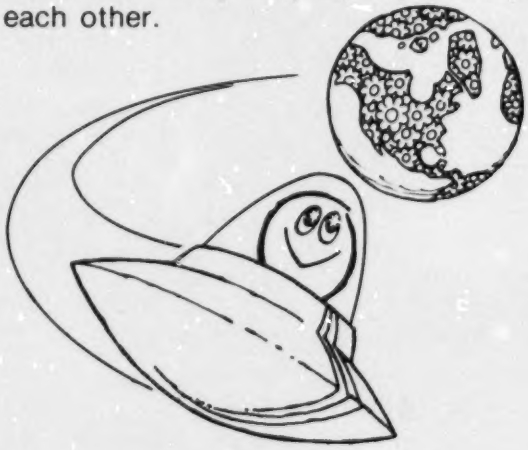
As a health education tool, Seymour Safely offers a fun approach to learning about eyes, good vision and eye safety. In both puppet and cartoon form, he is appealing to children and he quickly gains and holds their attention.

In using the following programs, songs, games and projects in the classroom, it is suggested that you, the teacher, involve all of your students in the activities. When children become engrossed in working with Seymour Safely, his message is easily transmitted to them.

# Introduction to the Puppet Skits

Seymour Safely puppet skits help students learn about eye health and safety in an entertaining, amusing and exciting manner. Designed to offer ease of production as well as maximum flexibility, the puppet skits make learning about vision fun.

**"Seymour Safely Visits the Garden Planet"** is the story of Seymour's first visit to the planet Earth and is an excellent way to introduce the character of Seymour to the children in your class. This story traces the origins of Seymour's interest in eye health and eye protection as well as establishes Seymour as the children's health education spokesman for vision care. The skit also dramatizes the many ways people help each other.



In **"Seymour Safely Meets a Friend in Need,"** Seymour meets a low vision animal—a mole, who is lost. This story demonstrates the need for good vision by contrasting the poor vision of the mole with the vision of the animals and children who live above ground. It also stresses the different ways animals use their sight and the relationship between an animal's (and man's) environment and vision. A more advanced puppet skit, "Seymour Meets a Friend in Need" is located near the end of the activity book.

The two skits presented are merely suggested story lines. The stories feature the puppet Seymour and include the members of your class as actors and characters. There are no scripts; the children make up their own lines as they become members of the cast. The stories are designed to encourage the children to think about good vision and present their ideas to their classmates in their own creative way.

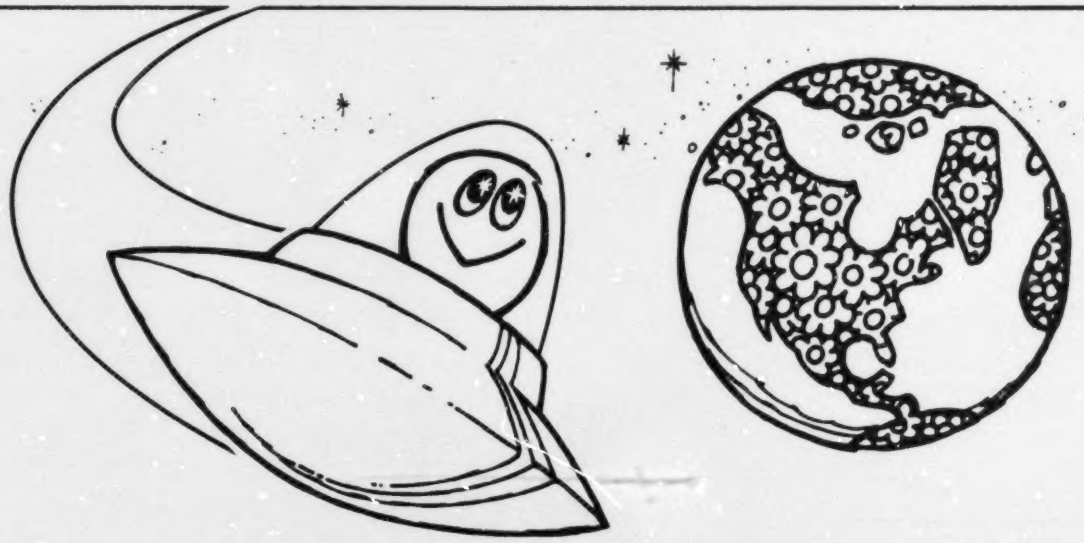
The puppet skits may have as many actors as the teacher or students desire. The stories are structured so that, in addition to assigned parts, the children in the audience may become characters and join the show. Even children who decide to remain part of the audience can participate, and everyone should be encouraged to join in the fun.

# Props and Costumes

Two patterns for making the main character, Seymour Safely, are included in this activity book. An easy-to-make, lifelike cloth puppet pattern is included on a master for duplication near the back of the book and a simple pattern for a paper bag puppet is located both in the text of the book and on a master for duplication. Props and costumes for the other characters can be made from construction paper or gathered from simple classroom items. Each story contains suggested prop ideas. The puppets can be manipulated from behind a table on its side, a puppet screen, desk, or any furniture the puppeteer can hide behind to operate a hand puppet.

Seymour Safely's five safety points, which are printed on the Seymour flyers and posters and listed below, can be used throughout the puppet skits to generate eye safety discussions.

- STAY ON THE SAFE SIDE—Keep away from the targets of BB guns, darts, bow-and-arrows, pea shooters, slingshots and similar devices.
- BE LIGHT ON YOUR FEET—Leave behind pointed scissors, pencils and other sharp objects when you run or play. Also, watch out for pointy things like tree branches that might be in your path.
- LEARN THE EASY WAY—Listen to what your parents or teachers tell you about playing with firecrackers, helping cut the grass, working with tools, or looking directly at the sun. Let them know right away if something blows or splashes in your eyes.
- GIVE YOUR EYES A CHANCE TO DO A GOOD JOB—Use comfortable lighting and sit up straight when you read or write. When watching television, move at least six feet back from the screen.
- GOOD VISION HELPS YOU TO DO A LOT OF THINGS YOU LIKE TO DO. Remember to tell your parents about any trouble you have seeing, so they can take you to visit your vision care specialist for an examination. Don't worry—it's fun. You protect your eyes, and the doctor will help you take care of your vision.



# "Seymour Safely visits the Garden Planet"

Seymour Safely is a spaceman who travels around the universe looking for the "Garden Planet." He finds it one day. It is the planet Earth, where we live.

The show begins with Seymour landing on Earth. He knows no one. A group of children come up to him and welcome him to Earth. Seymour sees that the children are happy. He asks why and the children tell him that the people on Earth help each other and that is why they are happy. Seymour says that he too must find some way to help others while he is on Earth.

Seymour looks around him and says he would like to help keep the forest green and beautiful. *Enter a child playing a forest ranger.* Seymour asks the children in the audience whether there is anyone who does this. The child playing the forest ranger should then tell Seymour who a forest ranger is and what he does.

*This part of the story can continue for as long as the teacher desires. There are many other people, such as firemen, nurses, teachers, librarians, who help other people, each in their own special way. The costumes can be simple, a construction paper name tag reading "forest ranger" or "teacher" is sufficient or more elaborate hats, badges or other props may be used. The audience can probably help think up people who help and then volunteer to play the parts.*

After talking with many people who help, Seymour begins to wonder if he will ever find something he can do to help. Suddenly it occurs to him. He has stars in his eyes because he enjoys seeing so much. Without his eyes he could have never found the Garden Planet and without the eyes of the children they cannot enjoy the beauty of the earth. Seymour decides to help other people keep on seeing well.

Seymour asks if anyone helps keep people's eyes healthy. *Enter the optometrist.* The optometrist tells the children that he is the doctor who is trained to take care of people's vision. He then tells Seymour that someone could help by telling children about eye health and safety so they will care for their vision. Seymour gleefully accepts the opportunity to help children protect their important gift of vision.

Seymour announces this to the children. They think it is a good idea. But there is a problem—what will Seymour tell children about taking care of their eyes and protecting their vision. See if the children in the audience can help Seymour by telling him what he should tell other children about vision care. *If the children do not have many ideas, maybe Seymour should ask them if they should stay away from BB gun targets, etc.* [*Seymour's five points which are listed on the Seymour Safely flyer and poster are a handy reference here.*] Seymour is happy now that he knows what to tell the children.

Have Seymour ask if the children can name some of the things they like to see. Name some things that make us happy when we look at them.

Armed with the information from the helpful children in your class, he is ready to leave to spread the message of eye care. Seymour prepares to go. He must get started if he is to visit all the children on Earth and talk to them about their eyes.

Seymour waves goodbye and reads the children his newfound message: "Protect your eyes, take care of your vision, our world is full of things you will want to see."

*DISCUSSION QUESTIONS FOR "SEYMOUR SAFELY VISITS THE GARDEN PLANET"*

1. *Why do you think Seymour calls Earth the "Garden Planet"? Name some things that you have seen that might make Earth the Garden Planet.*

2. *Why do people like to help others? Do you help others? What have you done recently to help someone? Helping others can be fun. Do you think the characters in the story have fun helping others? How?*

3. *Is there any way you can help Seymour tell people about the importance of good eyesight? Name some ways you can protect your eyes and keep them healthy. Can you name other people who, like Seymour, are concerned with vision care and eye safety?*

# Seymour Safely Sing-a-long

## BACKGROUND FOR TEACHERS

This section of the Seymour Safely Activity Book contains three original Seymour Safely songs and five brand-new jingles sung to the tunes of familiar children's songs.

They are designed to teach children how to take care of their eyes and to help youngsters have fun with their vision.

These songs can be used by the teacher in a music education classroom session, as well as in a health education class. The Seymour Safely puppet, either in felt or paper bag form, may be used as the sing-a-long leader.

The songs can also be incorporated into the Seymour Safely puppet shows provided in this book or, perhaps, the teacher may want to build a new puppet show around the songs and jingles.

# Seymour Safely

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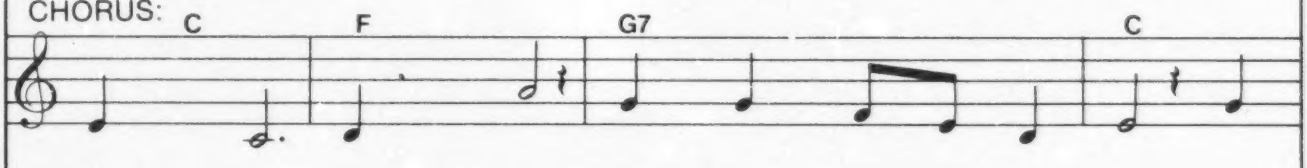
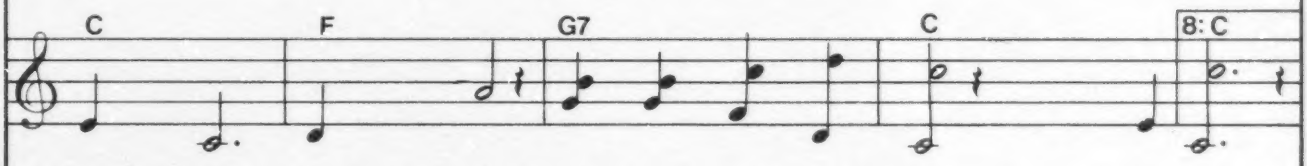
Marion E. Bartoo

Verse:

1: Now Sey-mour has a great big smile and twin-kly eyes, it's true; Be-
2: One thing that Sey-mour al - ways does is watch out when at play For
3: He nev - er car - ries knives or scis - sors when he's on the run. He

cause he likes to look a - round at ev - ery - thing in view.
darts and oth - er things as sharp and from them stays a - way.
watch - es out for point - y things like branch - es, and has fun.

CHORUS:

SEY - MOUR SAFE - LY takes good care of his eyes. To

see more, safe - ly, let us be as wise———2: One wise
3: He

verses 4-8 on next page

# Seymour Safely

VERSES 4-8

VERSES:

4:He listens to what grown-ups say
And follows safety rules
When cutting grass, or when he works
At making things with tools
CHORUS

5:When Seymour wants to read or write
He sees the light is right—
And then he sits up straight because
He knows this helps his sight.
CHORUS

6:When Seymour wants to watch TV
He never puts his nose
Up close against the TV screen
But six feet back he goes.
CHORUS

7:One reason that his eyes are bright
Is that he has a friend
Who's known as an "op-tom-e-trist"
On whom he can depend.
CHORUS

8:Yes, Seymour says: Protect your eyes.
Take care of them, like me,
Because our world is full of things
That you will want to see.
CHORUS

# Seymour Safely Says

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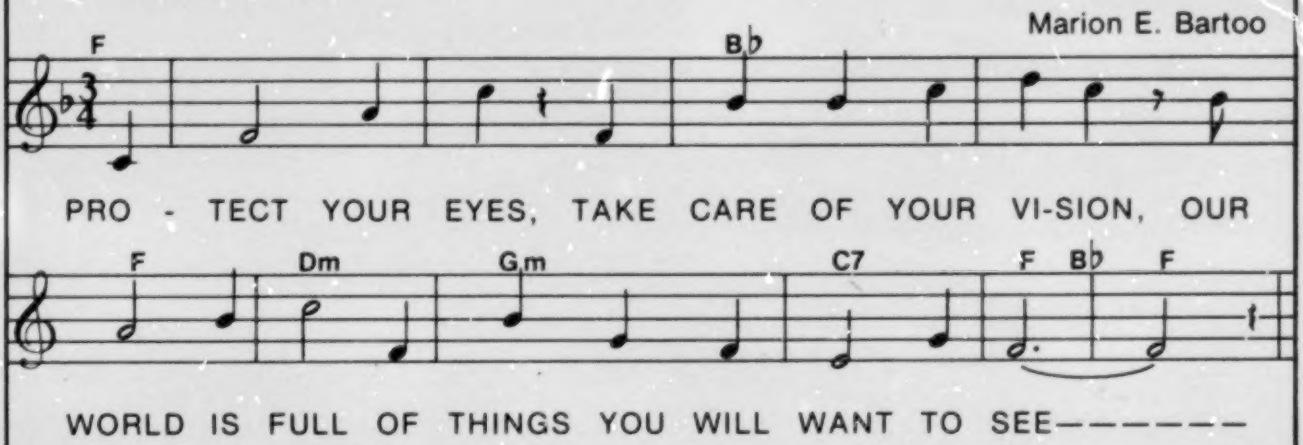
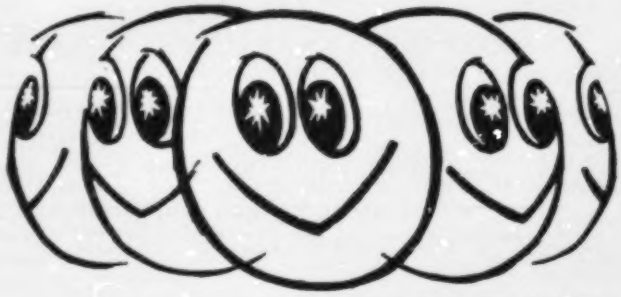


# Look All Around



## A SONG-GAME

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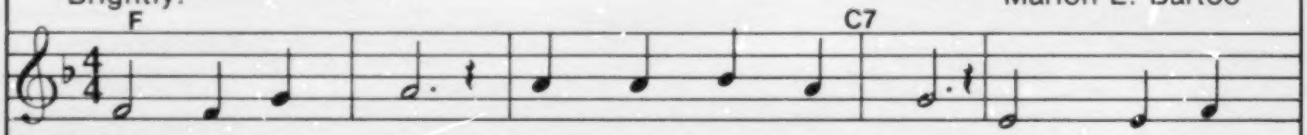
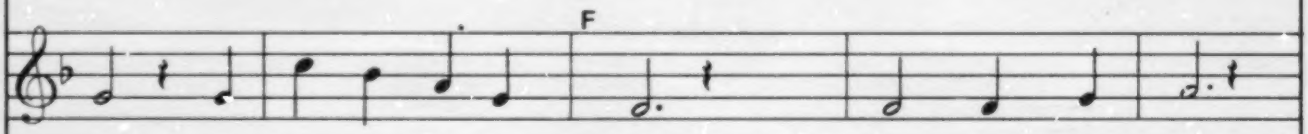
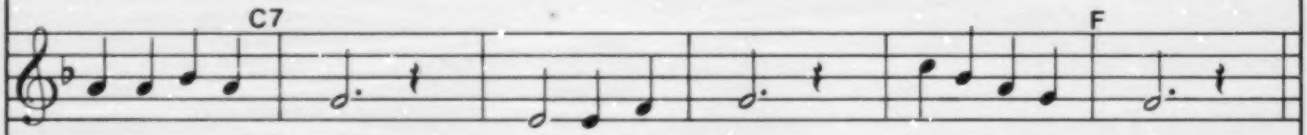
Brightly: Marion E. Bartoo




(GROUP)
LOOK ALL A - ROUND: Tell me what you see. LOOK ALL A -




ROUND, and tell me what you see————(One child:) I look a - round,




and I see a (——————) I look a-round, and I see a (————————)—
(something——————) (something——————)

Note:

This is a song-game to help develop observation and to aid in teaching recognition of the beginning sounds of words—for example: "I see a 'SH' "; then the group tries to guess what object in view begins with the sound of "SH"—it might be "Shoe."

To develop this, let Seymour pick up a paper or felt cutout of the letter or letters sounded. He holds it up - or draws it with chalk or crayon - and this gives a further clue to what the secret object is. Thus you relate sight and sound and also teach recognition of letters in one song-game.

**VARIATION:** The game may also be played by saying: "I see something blue"; then the group tries to guess what the object is. It must be something in view.

# Seymour Safely Jingles

## SEYMOUR'S JINGLE-BELL SONG

(Tune: Jingle Bells)

Dashing through the day, I see things on the way,
Shapes and colors bright, What a happy sight!
Things to eat, and toys, Places, girls and boys.
I am glad as I can be, For eyes that let me see, OHHHHH!

Jingle bells, jingle bells, jingle all the way
Oh, what fun it is to see lots of things each day - y
Jingle bells, jingle bells, jingle all the way,
Seymour Safely, I am glad that you have come to stay.

## E-eye, E-eye, O

(Tune: Old MacDonald Had a Farm)

Seymour Safely sits up straight [*all sit very straight*]
E-eye, E-eye, O
And with his eyes he looks around [*move eyes but not head*]
E-eye, E-eye, O
With a look, look, here and a look, look there
Here a look, there a look, everywhere a look, look
Seymour Safely looks around, E-eye, E-eye, O.

Seymour Safely has a book, E-eye, E-eye, O
And with his eyes he reads his book, E-eye, E-eye, O
With a look, look, here and a look, look there
Here a look, there a look, everywhere a look, look
Seymour Safely reads his book, E-eye, E-eye, O.

Seymour Safely uses a light, E-eye, E-eye, O
And with his light he sees more things, E-eye, E-eye, O
With a look, look here and a look, look there
Here a look, there a look, everywhere a look, look
Seymour Safely uses a light, E-eye, E-eye, O.

Seymour Safely plays baseball, E-eye, E-eye, O
And with his eyes he spots the ball, E-eye, E-eye, O
With a look, look, here and a look, look there
Here a look, there a look, everywhere a look, look
Seymour Safely plays baseball, E-eye, E-eye, O.

Seymour Safely has a bike, E-eye, E-eye, O
And he decorates it with glowing tape, E-eye, E-eye, O
With a look, look, here and a look, look there
Here a look, there a look, everywhere a look, look
Seymour Safely rides his bike, E-eye, E-eye, O.

Seymour Safely has a friend, E-eye, E-eye, O
And he is called an optometrist, E-eye, E-eye, O
With a look, look, here and a look, look there
Here a look, there a look, everywhere a look, look
Seymour's friend cares for our eyes, E-eye, E-eye, O.

## AS SEYMOUR SAYS

(Tune: Mary Had a Little Lamb)

Chorus:

I will take care of my eyes, of my eyes, of my eyes
I will take care of my eyes, as Seymour says to do.

Verses:

1. I will watch for pointy things, pointy things, pointy things,
   I will watch for pointy things, as Seymour says to do.
   CHORUS

2. I will use tools carefully, carefully, carefully,
   I will use tools carefully, as Seymour says to do.
   CHORUS

3. I'll sit back from the TV set, the TV set, the TV set,
   I'll sit back from the TV set, as Seymour says to do.
   CHORUS

4. If something gets in my eyes, in my eyes, in my eyes,
   I'll tell Mom, or teacher, yes! As Seymour says to do.
   CHORUS

## LISTEN TO SEYMOUR SAFELY

(Tune: My Darling Clementine)

Seymour Safely, Seymour Safely, Seymour Safely, you're my friend.
For you tell me ways to see well and my vision to defend.
I will listen, I will listen to the good advice you lend,
I am lucky to have met you; Seymour Safely, you're my friend.

## TWINKLE-EYED SEYMOUR

(Tune: Twinkle Little Star)

Twinkle, twinkle, little star, There in Seymour's eye you are!
Like a diamond shining bright - That's because he has good sight.
To his rules I will be true, Then I will have star-eyes, too.

# Seymour Safely's Creative Vision Games

The following nine games have been designed by optometric and educational consultants to help children develop the many vision skills they need for learning in today's classroom environment.

To learn, a child must be able to do much more than see clearly at a distance, which is the only vision skill tested with the Snellen eye chart commonly used in school vision screenings.

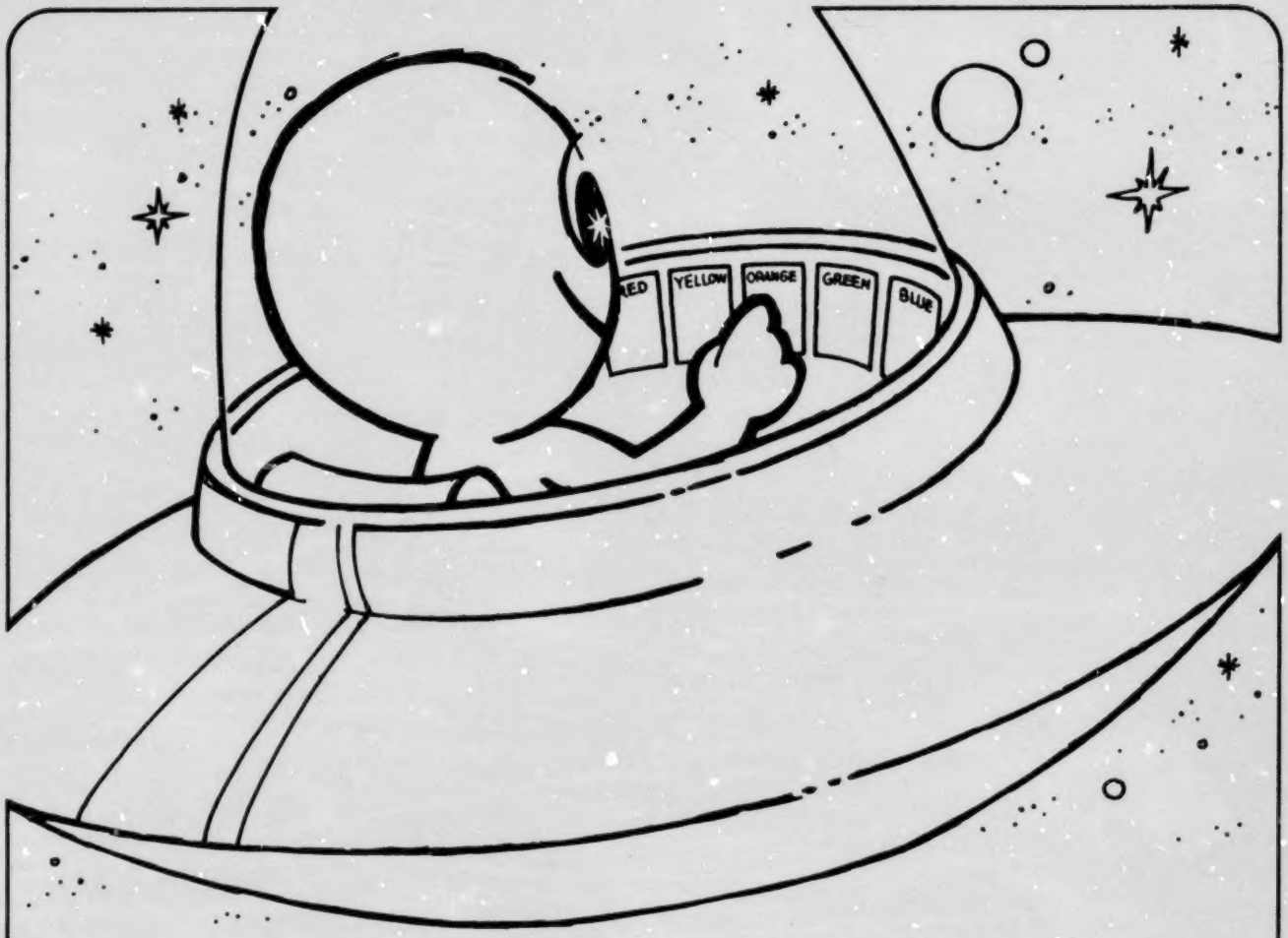
Children also need to focus and see clearly at a distance of about 15 inches, which is the distance at which most school desk work is done.

They also must be able to use their two eyes together as a team. This vision skill is particularly important in learning to read.

According to the National Advisory Committee on Dyslexia and Related Reading Disorders, over eight million American children are handicapped with learning disabilities. Many of these disabilities may be related to an undetected vision problem.

Although these games are **not** to be used as diagnostic tools, the teacher should be alert to the child who repeatedly is unable to master the activities. She should observe this child's classroom behavior for other symptoms, as given in the enclosed "Teacher's Guide to Vision Problems" pamphlet, which may indicate the child has a vision problem.

Generally, however, the games in this section of the Seymour Safely Activity Book are designed to encourage children to have fun with their vision and to offer the teacher opportunities to involve the class in group participation.




# Seymour's Space Flight

[*This game helps develop visual memory; visual perception; motor coordination; spatial relationship; near-far and far-near fixations; saccadic fixations; and accommodative flexibility. It involves accuracy and speed of response.*]

In this game, each child's hand becomes an imaginary spaceship and the teacher (or a child selected by the teacher) takes the role of Seymour Safely (use the hand puppet) and mans the Earth Control Center, which is equipped with green, yellow, red, blue and orange cards or sheets of paper affixed to a bulletin board or chalkboard. Each color controls the speed or direction of the spaceship. As Seymour, in the Earth Control Center, points to a color, the children change the speed and direction of their spaceships.

**COLOR CODE:** Green—fly the spaceship very fast over the desk; Yellow—fly the spaceship slowly over the desk; Blue—fly the spaceship in an up-and-down fashion; Orange—fly the spaceship from side to side over the desk; Red--land the spaceship on the desk.

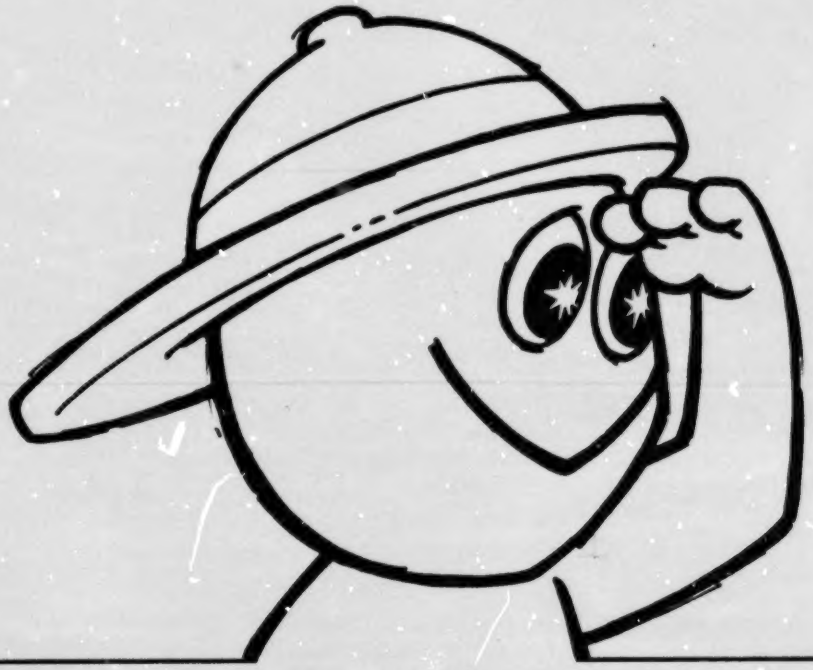
# Seymour's Alphabet Safari

[*This searching game helps develop visual discrimination, saccadic movements and pursuit movements. Basically a tracking procedure, it also helps develop far and near point training and stresses similarities, differences and just-noticeable differences of size, form and dimension.*]

The teacher uses the master in the back of the book to produce sufficient "Seymour Alphabet Safari Maps" for all the children in the class and then plays one of the following variations of the game:

1. The teacher asks one child or group of children to hunt for all the lions on the page by circling all the letter "L's" on the map; asks another child or group to hunt for all the elephants on the page by circling all the letter "E's" on the map, etc. The first child or group to circle 10 letters wins. (NOTE: There are 8 letters of the alphabet on the map: L, E, O, Z, G, A, R, H.)

2. The teacher asks all the children to hunt for all elephants on the page by circling all the letter "E's" on the map in a given period of time. The one who circles the most wins. Then proceed with the next letter.



# I Spy with My Little Eye

[*This game helps develop observation of colors and forms. It also relates the sound of names to objects in sight.*]

The teacher or a child begins this game by saying "I spy with my little eye something that is (name the color of something in the room)." Then everyone tries to guess what the object is. The one guessing correctly first gets to "spy" next.

**VARIATION:** Leader names the shape of an object or gives the beginning sound of the name of an object in the room.

# Spaceship Docking

[*This game helps develop an integration of visual, conceptual and spatial relationships; body awareness; balance; and left-right orientation.*]

A child stands in front of a door mirror and the teacher covers the mirror with a piece of cardboard so that the child cannot see his or her head but can see the mirror area immediately above the head. The child uses a pointed index finger for the spaceship and forms a circle with the fingers on the other hand to form the spaceship's dock. The object of the game is to steer and direct the "spaceship" finger into the dock, while holding the arms and hands above the head and while looking into the mirror for visual guidance.

# Looking through the Spaceship's Window

[*This game helps auditory-memory, a visual-motor response. It involves auditory-visual integration and it also helps develop directionality and spatial orientation.*]

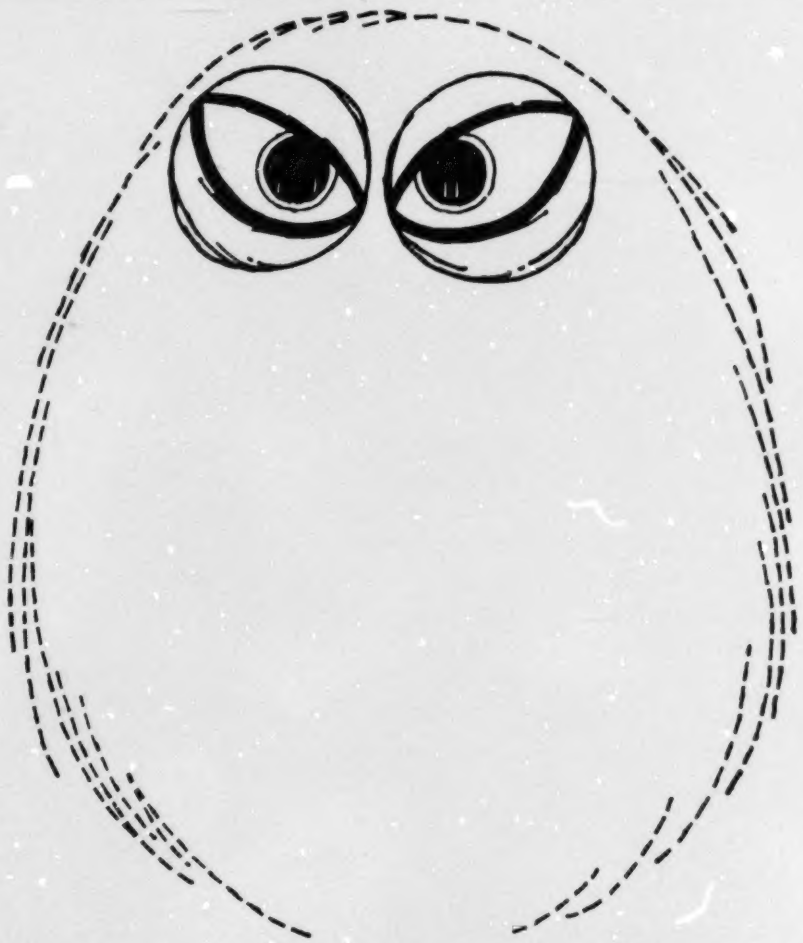
The teacher, pretending to be peering from Seymour Safely's spaceship as it lands on earth, describes the landing scene fully to the class and asks the children to draw the scene from the information given. (NOTE: The scene can be described as the teacher manipulates the Seymour Safely puppet, making Seymour the narrator.) A typical neighborhood scene may be used with younger children. For older children, the teacher may describe an unfamiliar scene.

**VARIATION:** The teacher may ask a child to describe a scene for the class to draw.

# Seymour's Hidden Shapes

[*This game helps preschoolers develop form recognition that is the basis for our alphabet.*]

The teacher asks a child to locate and record how many circles he sees in the room. (NOTE: for younger children, the teacher may act as recorder.) Other shapes to look for are squares, triangles, rectangles, diamonds and ovals.



# Seymour's Mysterious Friend from Outer Space

[*This game helps develop motor coordination and conceptual-perceptual integration. Basically, this is an orientation in the ability to appreciate the "wholeness" of something and in the ability to be able to integrate the parts into this wholeness.*]

The teacher begins this game by drawing something on the chalkboard or a piece of paper—for example, a circle. Each child is asked to draw in one part to help complete the picture of Seymour Safely's mysterious friend from outer space. Each child should be given a free hand to draw and the drawing that results usually is not what the teacher imagined. (NOTE: The teacher could ask a child to begin the game by drawing the first part.)

**VARIATION:** Draw a mysterious object from outer space.

# Seymour's Serendipity

[*This game helps develop spatial awareness and body image. Basically, any tracing activity helps develop visual discrimination, tactile discrimination and motor coordination.*]

The teacher asks each child to outline a familiar object on paper, for example a small ruler, and then use that outline as a base for a drawing. The ruler outline could become a stick animal, with legs, tail and head added. When the drawings are finished, each child should be given the opportunity to explain the picture he or she drew.

# Seymour's Outer Space Measuring Trick

[*This game helps children to visually estimate the size of objects and verify the actual size with a correct measurement. Every child must be able to appreciate, internally, a distance/size relationship before he can function at optimum ability in his environment. Basically, this relationship forms the basis of tri-dimensional vision* [*stereopsis*].

The teacher asks a child to hold a piece of string taut between his hands and make an estimate of the width of different objects in the room. To verify the estimate, the child, still holding the string taut at the estimated size, measures the string against the actual object. For example, the child may look at a television set across the room, estimate its width with the string from across the room and then check the string estimate against the actual television set's width. The child who consistently comes to no more than one inch of the actual measurement —either overdoing or underdoing— wins.

# "Seymour Safely Meets a Friend in Need" Puppet Skit

Seymour is walking through the forest and comes across Mr. Mole stumbling through the woods. Seymour asks him why he is bumping into things and Mr. Mole replies that he cannot see well.

*A puppet Seymour is used as the main character. The costume for the child playing Mr. Mole can be simple or ornate. A boy or girl wearing a dark brown or black coat and a name tag reading "Mr. Mole" made out of construction paper could easily represent the mole.*

Seymour is distressed that this poor animal needs eye care. Mr. Mole tells Seymour that he doesn't need eye care; his vision is good for a mole because moles spend most of their time underground where it is dark. His vision is well suited for life underground. Unfortunately, above ground where most other animals live, he cannot see well enough to get around easily.

Seymour asks him why he is above ground. Mr. Mole answers he cannot find the entrance to his home, which is a hole in the ground. Seymour volunteers to help him get back to his underground home.

On the journey to find Mr. Mole's home, they meet other animals who each tell Seymour and Mr. Mole how sorry they are that he is lost and cannot see well enough to find his home. Then the animals explain to Seymour and Mr. Mole how they use their eyes. After the explanation, they join in the search for Mr. Mole's home.

*This part of the play can go on for as long as the students or teacher desire. They might meet a squirrel, who uses his eyes to gather nuts and climb trees; an owl who uses his eyes to see at night; or a bird who uses her eyes to hunt for worms and gather sticks for her nest. Costumes can be as simple as a construction paper tag reading "squirrel" on a child who hops like a squirrel or a tag reading "bird" on a student who flaps her arms like wings. Children in the audience can become actors by simply volunteering to play an animal. Remember, each child who volunteers must tell Seymour and Mr. Mole how the character he plays uses his vision.*

Seymour and Mr. Mole run into a group of children hiking and playing in the forest. They, too, should express concern over the lost mole and explain the many, many ways they use their eyes. The children should tell some of the things they like to see and explain how they protect their eyes and keep them healthy. *Seymour's five points might generate some ideas here.*

Now the entire group of animals and children, including Seymour and Mr. Mole, search for Mr. Mole's home. This can be played like a game. On construction paper draw a hole with a sign or mailbox on the top that reads "Mr. Mole." Have the searchers circle the classroom while the children in the audience help the actors look by making suggestions like, "look behind the bookshelves," or "look inside the coat closet." While the students' attention is directed toward the group of animals and children, the teacher or selected student should place Mr. Mole's home in view in the back of the room, then let the children enjoy discovering it.

Mr. Mole thanks everyone who has helped him. He tells them that now he is going back home underground, where his limited vision will be enough for him to be able to live in his dark surroundings. Everyone says goodbye to Mr. Mole.

Seymour thanks everyone for helping find Mr. Mole's home and tells the group that he must go now and tell other children the message of good vision. Seymour reminds everyone to "protect your eyes, take care of your vision, our world is full of things you will want to see."

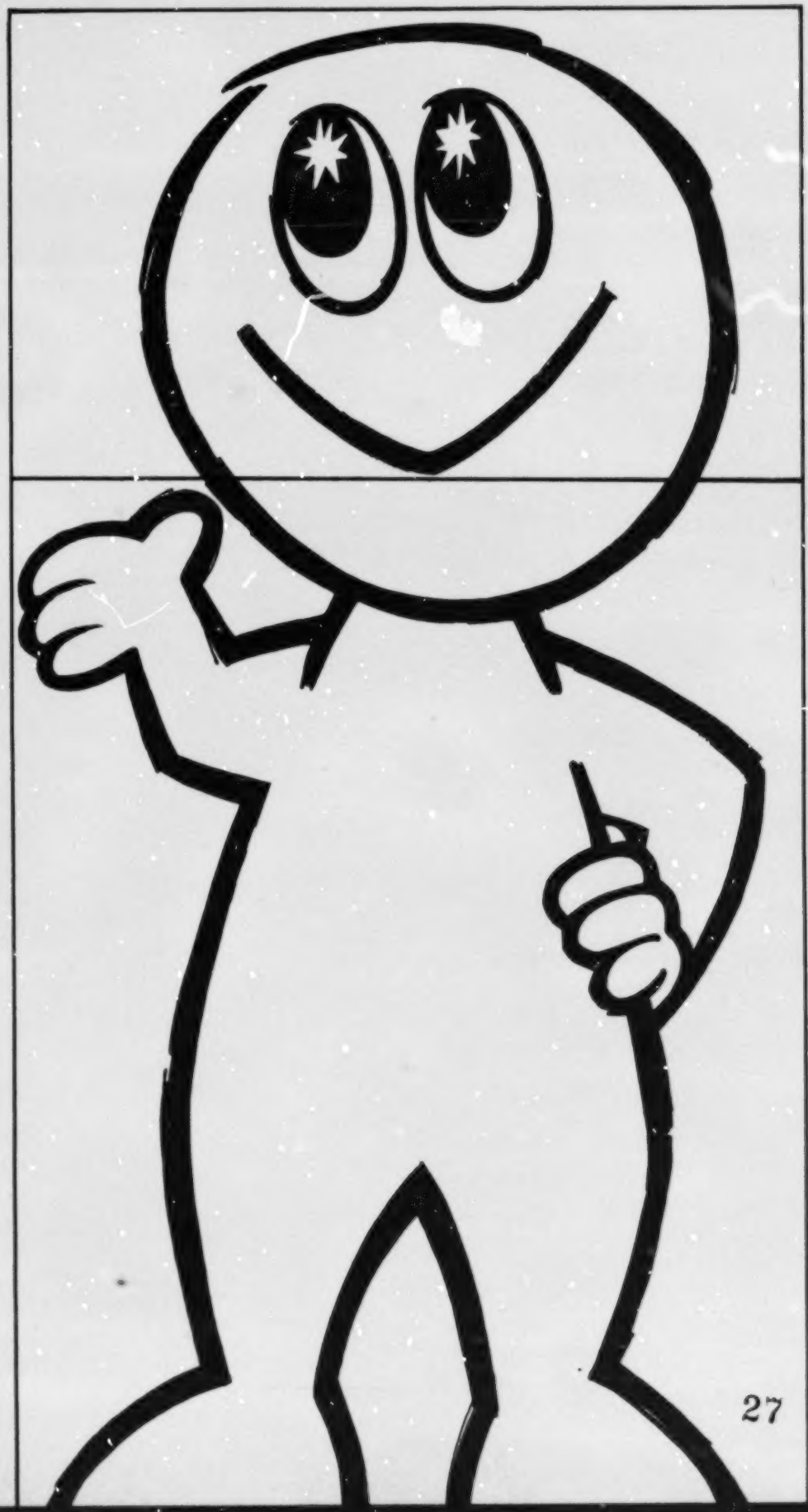
*DISCUSSION QUESTIONS FOR "SEYMOUR SAFELY MEETS A FRIEND IN NEED"*

1. *What other animals live in places where they don't need vision like ours? What animals have and need very clear vision? What type of vision do we have?*

2. *The mole spends most of his life in darkness—do we work and play under just one lighting condition or does the amount of light around us change? How do our eyes adjust to bright and dim light? Or do they?*

3. *What if you couldn't see any better than the mole? What could you see? What couldn't you see? What can you do to protect your eyes so that you can always see better than the mole?*

4. *The mole sees differently from other animals because of where he lives. How do other animals act differently from others because of where or how they live? Are people like this—do they act and do things differently because of where and how they live? Give examples.*




# Seymour Safely Paper Sack Puppet Pattern

## MATERIALS

A paper sack (white preferred)
Crayons: pink, red, yellow & blue
Chalk could also be used.

1. Draw or trace Seymour onto a paper sack; make sure that mouth comes just down to flap line
2. Lift flap and finish mouth part and tongue.

(under flap of bag)

## COLOR AND ENJOY!!

As you can see by his poster, Seymour is pink and has a blue space suit.

Try not to color over the "sparkle" in his eyes. You can add silver glitter to make Seymour's eyes sparkle!!!

Use your Seymour Safely puppet singing jingles, or giving talks. Use the five points on the flyer or poster as subjects for discussion.

# To the Teacher:

The following three pages contain masters for use in making copies of Seymour Safely puppet patterns and materials needed for the "Seymour's Alphabet Safari" game on page 17. Cut out these three pages and make "Ditto" copies for your pupils, then save the masters for use with your next class.

Each student will need a copy of Seymour's Alphabet Safari Map to play the alphabet safari game. Make copies of the puppet patterns so that each student will have one to work with on individual projects or to take home and make a Seymour Safely puppet as an outside activity.

# Notes

## SEYMOUR SAFELY CLOTH PUPPET PATTERN

By following the directions on this simple pattern, each child in your class can make or help his parents make his own Seymour Safely puppet. Made with inexpensive materials, these cloth puppets help the student to create his own Seymour games and stories. These puppets can be both educational and fun. Read all instructions before beginning.

**MATERIALS:** For the body—two 9" x 12" pieces of light blue felt; for head and hands—one 9" x 12" piece of pink felt, for the mouth—a small piece of red felt a red pipe cleaner, or red felt tip marker; for eyes—a small piece of white and blue felt or cardboard and small silver star sequins or gummed paper stars; thread and glue.

**NECK (Leave open)**

**BODY**

Fold two pieces of 9" x 12" blue felt and cut out using this pattern; open flat. Cut and attach hands to body at "X's" (Fig.1.) Cut and attach head to body at "A"'s.

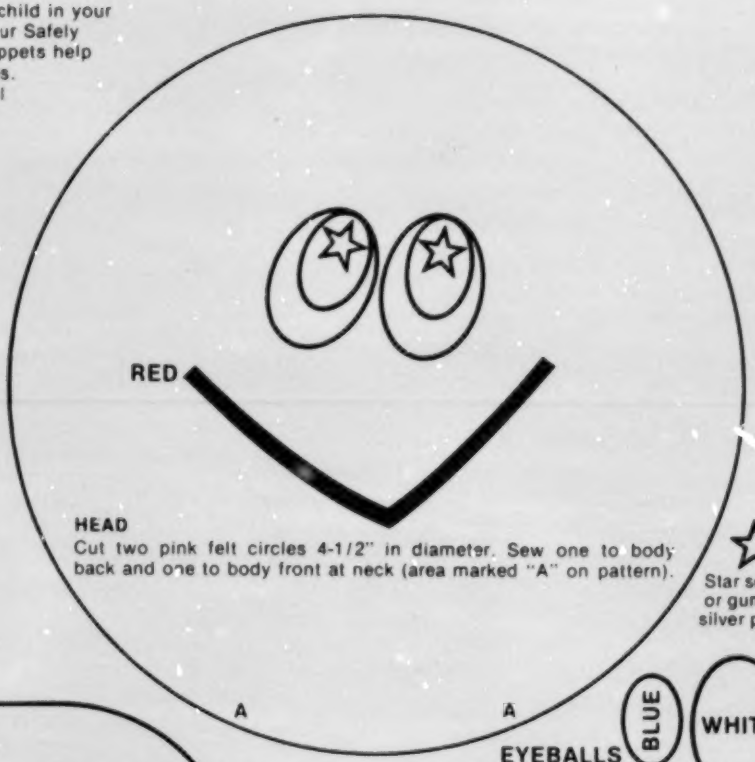
Place front and back pieces of body together, so that after stitching it is inside out. Match edges and sew all around body.

Cut a slit, indicated below by "●'s", on the back side of puppet ONLY. (see Fig. 2). This allows you to turn body right side-out and forms a place for puppeteer to insert a hand to operate puppet.

Turn puppet right side-out. Stuff head and legs with extra material, tissue, or cotton to make them round and lifelike.

**(Make slit on BACK only)**

**PLACE ON FOLD**




**HEAD**

Cut two pink felt circles 4-1/2" in diameter. Sew one to body back and one to body front at neck (area marked "A" on pattern).

Star sequin or gummed silver paper star.

**HANDS**

Cut four hands; stitch two to body front at "X's" as illustrated in figure 1; stitch other two to body back; after sewing, open hands and lay flat.

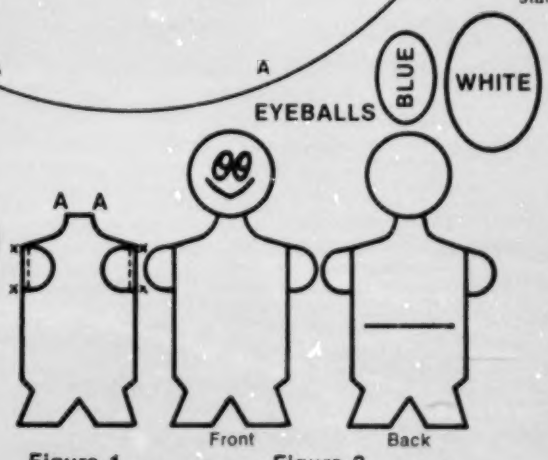



**Figure 1.** **Figure 2.**

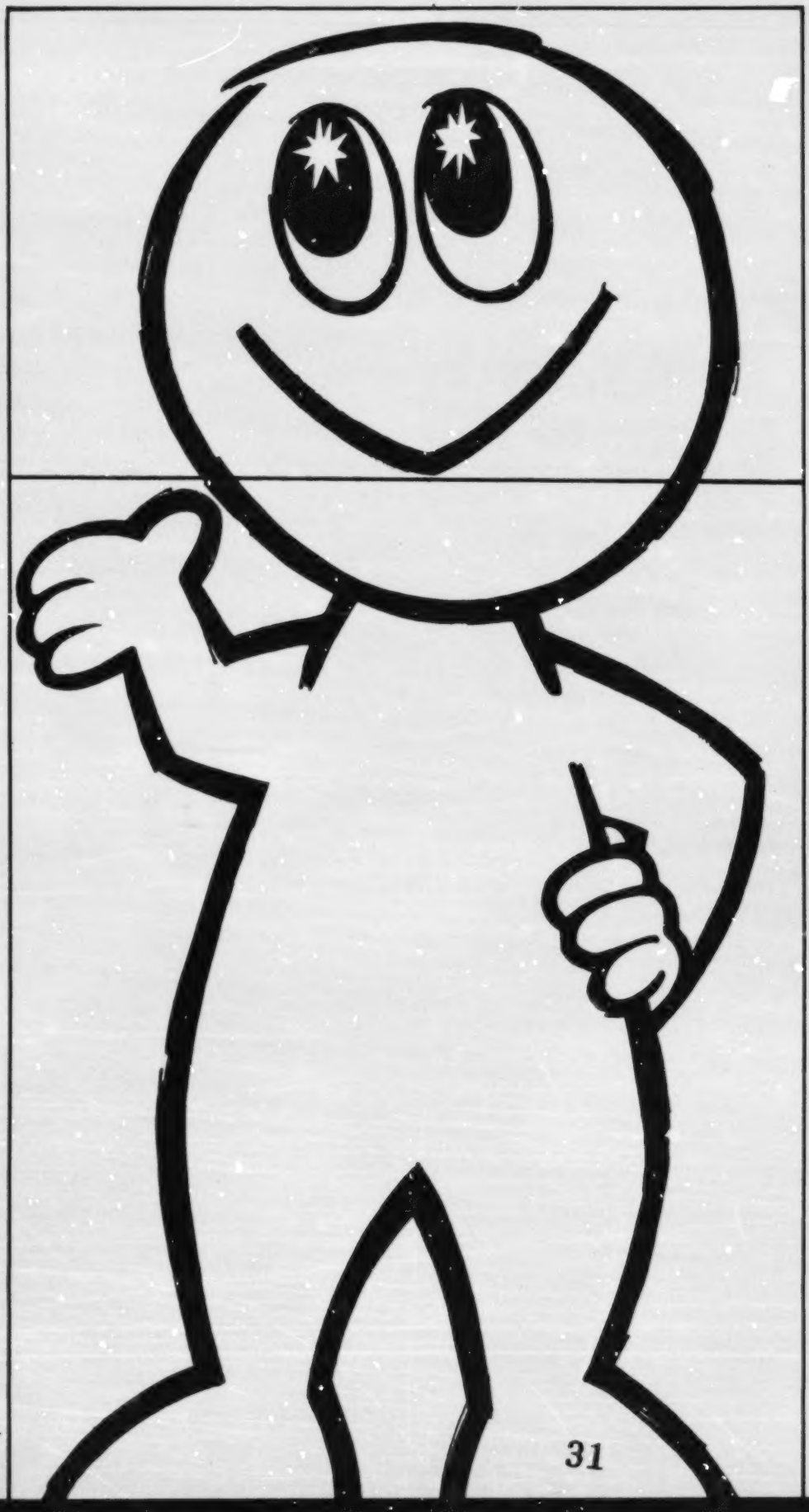
Seymour's V-shaped smile is made with either a piece of red felt or a red pipe cleaner sewn or glued to the head. A red felt tipped marker or similar marking pen can also be used easily to draw on a mouth.

Seymour's eyes are made from white and blue pieces of felt or cardboard. Cut them out, sew or glue to the head. A small silver gummed paper star or silver star-shaped sequin should be used to put the "twinkle" in Seymour's eyes.

**YOU CAN USE STYROFOAM FOR SEYMOUR'S HEAD**

Styrofoam can be used for the puppet's head instead of felt. Sew the puppet's body using the same directions but make the neck 1/2-inch longer and leave top of neck open to attach head. Use a 4" styrofoam ball and paint pink with one of the special decorator spray paints that are safe to use on styrofoam. **CAUTION: DO NOT PERMIT CHILDREN TO USE SPRAY PAINT.**

Cut and remove cylinder-shaped section from the bottom of the ball, approximately 1" long and 1½" diameter. Put glue inside hole and insert neck of puppet into hole. Press neck to ball from inside with fingers. Attach all facial features to head with glue.



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# Seymour's Alphabet Safari Map